R E P O R T R E S U M E S

ED 020 769 LI 000 871

PROGRESS AND PROSPECT, A SUMMARY OF THE PROCEEDINGS OF THE SECOND ANNUAL CONFERENCE OF THE COUNCIL ON LIBRARY TECHNOLOGY (TOLEDO, MAY 23-25, 1968).

BY- HECKART, RHUA, ED.
COUNCIL ON LIBRARY TECHNOLOGY

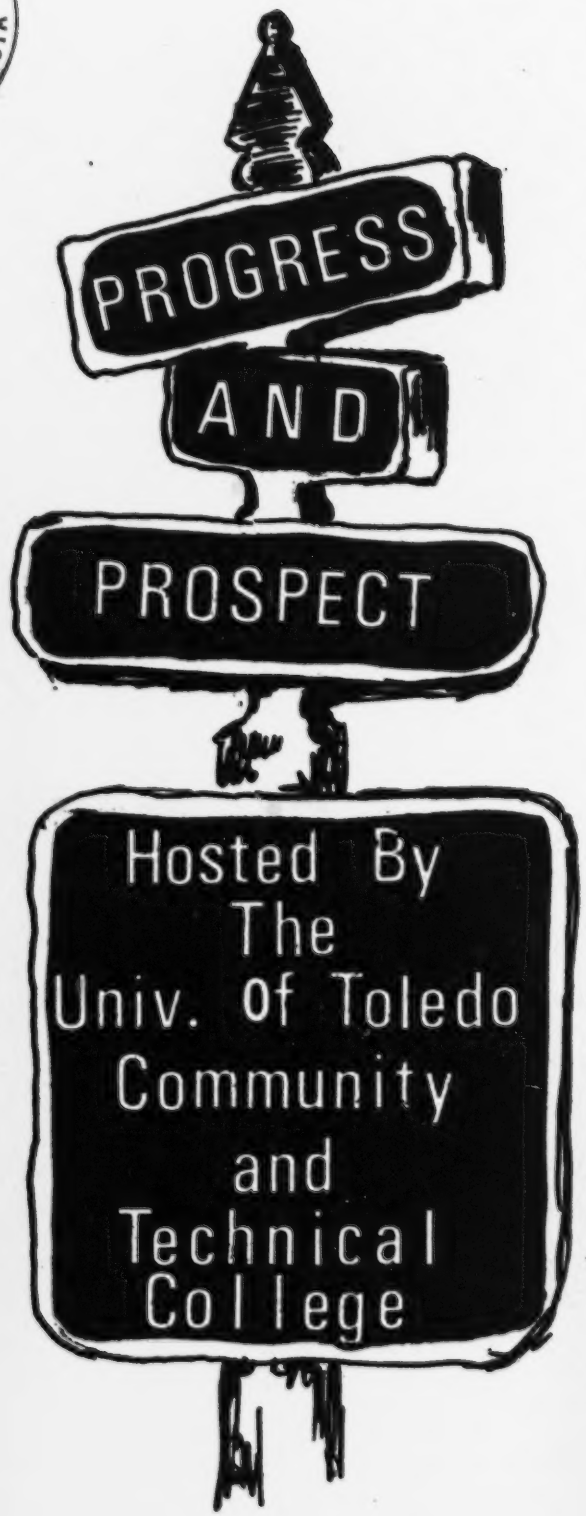
PUB DATE 68

EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS- *LIBRARY TECHNICIANS, CONFERENCE REPORTS, *EDUCATIONAL PROGRAMS, *LIBRARY EDUCATION, *LIBRARY ASSOCIATIONS, PROGRAM DEVELOPMENT, RECRUITMENT, MANPOWER NEEDS, SUBPROFESSIONALS, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, CANADA, COUNCIL ON LIBRARY TECHNOLOGY, ALA, AMERICAN LIBRARY ASSOCIATION

INCLUDED IN THESE PROCEEDINGS ARE SUMMARIES OF THE SPEECHES, PANELS, AND GROUP DISCUSSIONS PRESENTED AT THE CONFERENCE HOSTED BY THE UNIVERSITY OF TOLEDO COMMUNITY AND TECHNICAL COLLEGE. THE TOPICS COVERED INCLUDE--(1) HISTORY AND BACKGROUND ON THE DEVELOPMENT OF THE COUNCIL ON LIBRARY TECHNOLOGY, (2) THE TECHNOLOGICAL GAP IN TODAY'S SOCIETY, (3) PIONEERING A LIBRARY TECHNICAL AIDE PROGRAM, (4) THE SAN FRANCISCO, CHICAGO, AND BALTIMORE CONFERENCES, (5) NATIONAL DEVELOPMENTS IN THE AREA OF LIBRARY TECHNOLOGY, (6) THE CANADIAN PROGRAM, (7) THE POSITIONS OF THE AMERICAN LIBRARY ASSOCIATION AND THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, (8) THE CURRICULUM (9) PUBLICITY AND RECRUITMENT, (10) THE EMPLOYMENT OF TECHNICIANS, AND (11) THE TEX TEC PROJECT. ALSO INCLUDED IS A SUMMARY OF THE COUNCIL OF LIBRARY TECHNOLOGY'S BUSINESS MEETING. (JB)

ERIC/CLIS
AUG 12 '68
UNIVERSITY OF MINNESOTA
ED020769



Library Technical Aide Training Proceedings

Second Annual Conference of the Council on Library Technology

may 23-25, 1968 toledo, ohio

LI000871

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRESS AND PROSPECT

A Summary of the Proceedings of the Second Annual Conference of the

Council on Library Technology

Toledo, Ohio

May 23-25, 1968

EDITORS NOTE:

On behalf of the Council on Library Technology, I would like to express appreciation to the speakers whose presentations contributed so greatly to the success of this conference.

In regard to the summaries of the speeches given, it should be noted that most of the presentations were transcribed from tapes which were not always completely clear. In any event, something is always lost in summarization, and while I have tried to present the most significant thoughts of the speakers, there may be important omissions or even misconstructions. To the extent that this may be true, I offer my personal apologies to the speakers.

The Editor.

Published by the Council on Library Technology

Edited by Rhua Heckart

Cover illustration by Chris Abbott

TABLE OF CONTENTS

History and Background on the Development of the Council on Library Technology.....1

Conference Program.....3

Session I
Welcome: Dr. William Carlson.....5
The Technological Gap in Today's Society: The Honorable William Ensign.....5

Session II
Pioneering a Library Technical Aide Program: Dr. Newte Rochte.....6
A Year in Retrospect: The San Francisco Conference: Mrs. Aline Wisdom.....6
The Chicago and Baltimore Conferences: John B. Nicholson Jr.....7
On the National Scene: Mrs. Dorothy Deininger.....7
The Canadian Program: W. Victor Whatton.....8

Session III
Panel Discussion: Kissing Cousins or Strangers.....9

Speakers: The American Library Association, Dr. Lester Asheim.....9
Professional Library Education, Dr. Robert Booth.....9
The American Association of Junior Colleges, Richard DuCote.....10
Library Technical Aide Program, Mrs. Rhua Heckart.....11

Discussion Groups:

The Need and the Curriculum.....11
Publicity and Recruiting of Students.....11
Selling the Graduates.....12

Banquet Address: John Sherrod.....12
The Tex-Tec Project: John Martinson.....12

Summary of Business Meeting.....13

Roster of Participants.....14

A REPORT ON THE PROCEEDINGS

OF THE SECOND NATIONAL CONFERENCE OF THE

COUNCIL ON LIBRARY TECHNOLOGY

TOLEDO, OHIO MAY 23-25, 1968

BACKGROUND

In May, 1967, forty-eight persons from the United States and Canada came together to exchange ideas regarding library technician training programs. Out of the meeting an organization evolved known as the Council on Library Technology. This organization established several objectives to be met:

1. To open lines of communication between persons and institutions offering technical aide training programs.
2. To develop recommendations for a core curriculum reflecting courses which should be offered in all programs so that specified knowledge and performance levels could be established for all programs.
3. To define the role of the library technician as it relates to job responsibilities in all libraries.
4. To discuss problems of recruitment and testing of applicants for admission to the programs.
5. To discuss employment problems and recommend salary schedules applicable to graduates of the programs.
6. To work with the A.L.A. in an effort to identify the job classification and criteria for training and employment at the paraprofessional level in the library.

In order to begin meeting the specified objectives as outlined above, a two-day workshop was held in Baltimore, Maryland in October, 1967. The workshop was attended by representatives of institutions in both the United States and Canada.

The accomplishments of this workshop were as follows:

1. The definition of the library technician as a person who can and should fill a much needed gap in overall library operation. He is to operate as a semi-professional, handling and supervising all operations that do not require professional judgment and in-depth specialization: Clerical routines, general reference work, acquisition procedures (but not selection), circulation routines and records, cataloging processes that do not involve professional decision making or descriptive analysis, a thorough knowledge in the operation of all equipment, including projectors, reproduction equipment and punched card systems, and the ability to supervise and train staff for the task of maintaining and preserving the total library collection.
2. The recommendation that the following six areas could constitute the core program and that specific behavioral objectives for every course in the core program should be developed: History and vocabulary, Cataloging, Acquisitions, Reference, Public Service to include publicity and library conservation; Media preparation, utilization and maintance of both materials and equipment. In addition, the percentage of the total program that should be devoted to academic, related and technical courses was discussed, but no set figures were determined at this time.
3. The recommendation that institutions work closely with local advisory committees in order to meet community needs while maintaining national standards. A close contact with advisory committees would also help in identifying problems and resolving questions before they become insurmountable.

4. The recommendation that a qualifying examination and minimum standards should be developed for admittance to the program.
5. The establishment of a committee to work on job definitions and requirements for placement in various types of libraries.
6. The establishment of a research committee to study salary schedules in effect in libraries employing library technical aides and to work toward establishing realistic salary schedule recommendations. The final session resulted in the designation of a committee to work on a constitution and guidelines for structuring the organization. The participants recommended that a newsletter be instituted and distributed to all members on a quarterly basis.

At the first conference in Chicago, the participants indicated the desire for two workshop conferences to be held prior to the next annual meeting; one on the West coast and one on the East coast so that all persons involved or interested in the Library Technical Aide training programs might have an opportunity to participate. Mrs. Aline Wisdom worked with the California State Department of education and the University of San Francisco on a conference sponsored by these agencies in January, 1968. Several areas of concern were explored and defined in this workshop:[1]

1. The need for trained staff to fill the rapidly growing job crisis in the library field.
2. The need to define the Library Technical Assistant by stating behavioral expectations in terms of the duties and tasks of the job.
3. Devise a "core" curriculum using stated objectives for each course.
4. Construct a syllabi for the "core" curriculum using stated objectives for each course.
5. Construct a test similiar to the College Entrance Examination that can be used at entry and/or completion of the program.

Speakers at this workshop emphasized the following points:

1. The Library Technician needs to be trained beyond clerical work and in skills unique to library work. This semi-professional training should take place on the junior college level while the education of professional librarians needs to be elevated at the graduate level.
2. Standards should be set both statewide and nationwide so that all graduates of the two-year programs have the same basic education and skills.
3. There is a growing need for the semi-professional in school, special and public libraries.
4. The advisory committee must play an active role in the areas of curriculum development, work experience and job placement.
5. The training of the technician should reflect the actual needs of the prospective library employer.
6. Technicians should be capable of supervising clerical staff but it should be remembered that they are semi-professionals and must not be asked to accept professional responsibilities.
7. The need for action type research related to curriculum development and evaluation of new programs was stressed.

---

[1]Mary E. DeNure, Proceedings (preliminary draft) of the Workshop on Library Technical Aide Training co-sponsored by the California Department of Education and the University of San Francisco, Jan. 18-19, 1968.

PROGRAM

The following program was organized and presented at the Second Annual Conference of the Council on Library Technology, Toledo, Ohio, May 23-25, 1968.

First General Session Thurs., May, 23, 1968 7:30 P.M.

Presiding — Mrs. Rhua Heckart, Coordinator
Library Technical Aide Program
The University of Toledo
Community and Technical College
Toledo, Ohio

Welcome — Dr. William S. Carlson, President
The University of Toledo
Toledo, Ohio

Speaker — The Honorable William Ensign, Mayor
The City of Toledo, Ohio

"The Technological Gap in Today's Society"

Second General Session Friday, May, 24, 1968 9:00 A.M.

Presiding — Mrs. Dorothy T. Johnson, Ass't Prof.
Library Technology
Cuyahoga Community College
Cleveland, Ohio

Speaker — Dr. Newton C. Rochte, Dean
University Community and Technical Col.
The University of Toledo
Toledo, Ohio

"Pioneering A Library Technical Aide Program"

Second General Session - Continued

SYMPOSIUM

The State of the Program: United States and Canada

Speakers — Mrs. Aline Wisdom, Librarian
Citrus College
Azusa, California

John Nicholson, Director
Library Technology Program
Catonsville Community College
Baltimore, Maryland

"A Year in Retrospect: The Chicago Conference, The Baltimore Conference, The San Francisco Conference"

Speaker — Mrs. Dorothy Deininger, Assoc. Prof.
Graduate School of Library Service
Rutgers University
New Brunswick, New Jersey

"On the National Scene"

Speaker — Victor Whatton, Curriculum Supervisor
Ontario Department of Education
Toronto, Ontario
Canada

"The Canadian Program"

Third General Session Friday., May 24, 1968 2:00 P.M.

Presiding — Richard Powdrell, Director
Library Services
New York State Agricultural and Technical College
Farmingdale, New York

Panel Discussion — "Kissing Cousins or Strangers"
A panel discussion of the desirable and/or existing relationship between professional and paraprofessional library education programs.

Speaker — Dr. Lester Asheim, Director
Office for Library Education
American Library Association
Chicago, Illinois

"Representing the American Library Association"

Speaker — Mr. Richard Ducote, Director
Instructional Resources
College of DuPage
Glen Ellyn, Illinois

"Representing the American Association of Junior Colleges"

Speaker — Dr. Robert E. Booth, Prof. and Chairman
Department of Library Science
Wayne State University
Detroit, Michigan

"Representing the Professional Library Education Program"

Speaker — Mrs. Rhua Heckart, Coordinator
Library Technical Aide Program
The University of Toledo
Community and Technical College

"Representing the Library Technical Aide Program"

Discussion Groups

Presiding — Mrs. DeLois Allen, Director
Library Technical Aide Program
Polk Junior College
Winter Haven, Florida

"The Need and the Curriculum"

Presiding — Mrs. Suzanne Gill, Asst. Professor
Library Technical Aide Program
The University of Toledo
Community and Technical College

"Publicity and Recruiting of Students"

Presiding — John Nicholson, Director
Library Technology Program
Catonsville Community College
Baltimore, Maryland

"Selling the Graduates-Placement and Status"

Banquet Friday., May 24, 1968 7:00 P.M.

Master of Ceremonies

Patrick Barkey, Director
University Libraries
The University of Toledo
Toledo, Ohio

Speaker — John Sherrod, Librarian
United States Department of Agriculture
Washington, D.C.

Speaker — John Martinson, Director
Communication Service Corporation
Washington, D.C.

"The Tex-Tec Project"

Business Meeting Sat., May 25, 1968 9:00 A.M.

Committee Reports:

Constitution Committee
Nominations Committee-presentation of slate for officers of 1968-1969
Executive Committee-plans for the future.

New Business

Adjournment

A breakdown of the attendance at the conference reveals increasing national and international interest in Library Technical Aide Training Programs. Representatives came to the conference from 18 states, Puerto Rico, and two Canadian provinces. A total of 80 persons were in attendance.

FIRST SESSION:

"Welcoming Address"

Dr. William Carlson, in his welcoming address referred to the abundance of reports and statistics evidencing the critical manpower shortage in libraries throughout the nation.

He emphasized that a whole new era of information handling techniques and equipment is rapidly coming into view. Librarians must be ready and willing to accept legitimate change and to adapt themselves to the new by assuming new identities if necessary. The solutions to the problem of "information explosion" will not be easy to implement and will certainly require a rethinking of time-honored library routines and job definitions.

"The Technological Gap in Today's Society"

The presentation made by Mayor Ensign made several points in regard to the crises in manpower at the technical level. He stated a well known concept that there are not enough professionals to go around in most of the professions today. There is a large gap which exists between clerical and professional responsibilities. The current rate of educating professionals is not keeping pace with present supply and demand. We are losing ground even here, to say nothing of filling the middle gap that exists. The use of the paraprofessional will have to be the solution to the manpower shortage which exists in all professions. There are most certainly job responsibilities which are definately professional, also those which are strictly clerical and it is just as realistic to accept the fact that there are responsibilities which cannot be handled by clericals, should not be forced on already overburdened professionals, and must be handled by trained paraprofessionals if there is to be efficiency and experts in any organization whether it be a library, a social agency, hospital, or whatever.

SECOND SESSION

"Pioneering a Library Technical Aide Program"

Dr. Rochte in his presentation indicated that there are at least two major factors contributing to the growth of paraprofessional programs. He referred to several recent studies pointing out that by sometime in the 1970's, 18% of the jobs in the labor force will be handled by professionals, 50% of the jobs will be those that can be handled by trained para-professionals, 26% by skilled workers from apprenticeship training programs and 6% by unskilled workers. This trend in the labor market is partially responsible for the growing enrollment in two-year college and two-year associate degree programs. The paraprofessional program is the level where the action is today in terms of the demand by present and future employers. This is the big gap which our country has not yet begun to fill.

The second factor he refers to as the "normal curve of distribution." Within our society, there is a normal curve of distribution in regard to aptitudes and abilities. The bulk of our population or 50% fall in the I.Q. range of 90-120, while only 18% are above 120. As a result, we can readily see the implications this has in terms of paraprofessional training.

It would be wise to think in terms of training technicians to become a part of the manpower team composed of the professional, trained paraprofessional, and clerical staff working together for maximum production and efficiency.

In order to organize a good library technical aide program, it is necessary to begin first with an enthusiastic advisory committee comprised of knowledgeable and open minded professionals who can help to define the curriculum. Paraprofessional training is a new concept, therefore, those of us who are professionals must be flexible in our thinking regarding changes that are happening, and in defining new positions and job responsibilities.

In conclusion, he suggested ideas to keep in mind when developing the library technical aide program.

1. Involve openminded experts in advisory committee capacity.
2. Think interms of keeping the two year programs open ended, to provide the student with mobility to continue or transfer to a bacculaureate college to continue their education with a minimum loss of time if they are able and so inclined.
3. Paraprofessional programs should have their own staff and their own integrity.
4. Here's a director who really believes in the paraprofessional library technical aide program and is willing to spend the time and energy required to build a good program.

"The California Conference"

Mrs. Aline Wisdom presented a brief summary of the California conference highlighting the major outcomes. She stated that recognition of these programs must come in four ways:

1. Recognition from those people involved in junior college work; librarians directing or teaching in the programs.
2. Recognition from the personnel department of the school districts and city and county governments who would be in a position to hire the graduates.
3. Recognition from those responsible for issuing credentials and setting up standards in the state departments of education.
4. Recognition from our existing professional organizations.

In summary, the San Fransisco conference did much to help everyone who participated in evaluation and strengthening their own programs, as well as providing a sense of direction to institutions who are just launching new programs. It is hoped that the personnel departments responsible for hiring technicians will become aware of what is being done in two-year training programs, and that the division of the state departments of education responsible for standards can give emphasis along with proper recognition to those who complete the library

technical aide programs. Hopefully, effective channels of communication will develop so that the American Library Association can and will accept this proof of our labor in the area of technician training as contributing significantly to professional librarianship.

"The Chicago and Baltimore Conferences"

John Nicholson briefly summarized the proceedings and outcomes of the conferences held in Chicago, May, 1967 and in Baltimore, October, 1967. He emphasized the importance of associating ourselves with the recommendations and standards which the American Library Association will promote. Within our own group we must be careful to define our terms and to stick by those definitions. By so doing, it will become increasingly easier for the library technicians to find and assume their respective positions in the library. It is apparent in many instances that librarians themselves do not have a clear perspective of job definitions within their own libraries.

The professional librarians need to define both their own roles and the responsibilities of the paraprofessional and then stick to these definitions. Put the technician in a job where he can do his work, and do it well. Don't let him do professional work, if you know what professional work is, and don't make the professionals do the work of technicians.

Patterns of consistency are now beginning to develop in all of our programs and we are showing positive signs of developing a highly useful and productive kind of educational program.

"On the National Scene"

Mrs. Dorothy Deininger, in summarizing the happenings of the past year, referred to the many developments on the national scene which contributed to both the progress and prospect of library technical assistant training.

The year began with a blast at the whole concept of library technicians that was heard around the professional world in the Library Journal. This negative approach under the title "Instant Librarians", was presented by Mr. Samuel Sass at a meeting of the Special Libraries Association.

A positive approach, was an effort by the American Library Association at it's 1967 conference in San Francisco, to feature manpower problems. Studies compiled for this conference brought together valuable information on personnel practices and discussions focused attention on the need for concerted attacks on various aspects of manpower for libraries.

This set the stage for many developments that have taken place during the year. An ad hoc committee on manpower problems was appointed by President Mohrhart to evaluate and plan for future action. The recommendations of that committee have now been referred to various divisions with a call for action and further effort on the part of the American Library Association. Of principal interest is the fact that the American Library Association is making a continuing effort to try to redefine library goals and identify positions through task analysis and job classification; to identify the problem that comes from resistance to change to new ideas about manpower utilization and related problems that may be felt in the profession; and an attempt to educate librarians in general to receive the library technical assistant idea.

Perhaps the most important action that occurred during the year was the joint acceptance by the Library Education and Library Administration divisions of the American Library Association of the report published in the American Library Association Bulletin, April, 1968, "The Subprofessional or Technical Assistant, a Statement of Definition. Many modifications of this report may be required but at least a beginning has been made. Dr. Robert Booth is chairman of a committee that is carrying on the task of trying to develop guidelines for library technical assistant programs. A preliminary report of this committee will be published in the Library Education Division Newsletter that is due to come out before the June conference of the American Library Association.

Statistics about the number of students and graduates of existing library technical aide programs will soon be available in printed form from the American Library Association. This material was gathered through a survey of library and information science education programs undertaken jointly by the School of Library and Information Service of the University of Wisconsin and

the American Library Association.

Some basic research on library manpower is worthy of note.

1. The Maryland School of Library Information Services Manpower Project is a basic research assault on manpower for library information development.
2. In the school library field, the ''New Standards for School Media Programs" have defined a place for a variety of technical assistants.
3. The School Library Manpower Project of the American Association of School Librarians will undertake a re-evaluation of school libraries and the education of school librarians.
4. The Department of AudioVisual Instruction of the National Education Association is planning a research proposal for a manpower study that will emphasize technical and paraprofessional skills.
5. The Federal Library Service Community has recently circulated a questionnaire in an attempt to evaluate civil service qualifications and position classification standards for the federal library technicians.

Mrs. Deininger urged that an effort be made to describe typical or sample positions for various categories of library technical assistants in an effort to gain national recognition for graduates. In planning programs, she concluded, be sure there is a need and a job for the graduates.

"The Canadian Program"

Mr. Victor Whatton began his presentation with statistics showing the rapid development of two year colleges in the province of Ontario. From September 1, 1967 to the end of November, 1967, nineteen colleges of applied arts and technology were begun on 26 campuses. Community college development in Ontario is a concern of the Department of Education which feels that the proper place for paraprofessional training is in the community college.

In the twenty colleges that are now in existence, five new library technician programs have been instituted in addition to the two started several years ago.

Two years ago, an ad hoc committee was formed composed of members of the Fine Arts and Technology Branch of the department of education, representatives of professional library organizations and other professional librarians in Ontario. This committee drew up a "core program" for library technician training to be instituted in the colleges of applied arts and technology.

It was felt that more liberal education is necessary in community college programs. As a result, the committee recommended that the programs be designed to include 50 percent general or liberal studies and 50 percent library science subjects. This "core program" was sent to the colleges and has been the basis for the development of the five new library technical aide programs.

During and subsequent to this committee work, the Canadian Library Association and the Ontario Library Association were forming committees on this particular subject. Recent surveys show that the recommendations of both of these professional organizations are pretty well incorporated into the library technician programs in Ontario.

Ontario does not envisage it's colleges of applied arts and technology as transfer colleges. They are, in a broad concept, community colleges dealing with programs of study that take anywhere from six weeks to three years to complete with varying levels of prerequisites for entrance.

The library technician is a unique being, coming from a unique program of study with a director that does not belong to any other institution and a staff concerned uniquely with the courses related to the program.

The province of Quebec is now in the process of instituting a series of post-secondary colleges, largely non-university orientated as in Ontario. However, the colleges in Quebec are set up in such a way that they can in effect, be a transfer point between the secondary school and university. This could create a problem in that the paraprofessional programs might lose some of their unique identity where this situation exists.

In a recent meeting in Toronto between members of the professional organizations and heads of the library technician programs in our colleges, there began to develop a real understanding. While there are imperfections to be worked out, it is obvious that any resistance to the concept of the library technician is gradually evaporating. More professionals are accepting the idea of the paraprofessional as a member of the library manpower team who will enhance rather than detract from their own professional status.

THIRD SESSION:

Panel: "Kissing Cousins or Strangers"

The American Library Association.

Dr. Lester Asheim, who undertook to explain the present position of the American Library Association in regard to training courses for library assistants in junior colleges, noted that there is no official A.L.A. position at present. He said that the last official statement of the Library Education Division in 1965 discouraged such training. However, there is evidence now that leaders in library education may be rethinking that position.

While he conceded that the theory behind the use of library aides is sound, he expressed the opinion that many of the objections to the training of library technicians in 1965 are still valid. He did not question the need for a supporting staff in libraries; but noted that "the question is at what level are they needed and what kind of preparation should they have."

He said that his equivalent of advisory committees is feedback from librarians in the field. The librarians, he said, "continually stress the need for general education and their preference is for four-year college graduates over two-year graduates even for a sub-professional position." They would rather have a four-year graduate with no training whatsoever than a two-year graduate with some basic library skills.

Mr. Asheim expressed great concern about whether the two year colleges are not training library technicians for whom no appropriate jobs will be available, and he raised the question as to whether the directors of such training programs are being honest or fair with their prospective students. He noted that in many large library organizations there is no provision for a job category such as two-year technicians would be prepared for.

Until more information is available about the placement and careers of the two-year graduates, professional librarians will continue to fear that such technicians will be hired by libraries too poor to afford professional staff in positions which call upon them to function as "cheap substitutes" for librarians.

Mr. Asheim stated that his own preference is for technicians "with a special rather than a general skill," a skill that might be useful in many kinds of institutions, not just libraries. He recognized, however, that such persons do not solve the problem of the "small one man public or school library too small to hire a professional staff."

He concluded that he favors a sub-professional staff and a broader range of classifications. He suggested that two appropriate levels might be the technical aide at the two-year level and a "pre-professional library assistant" at the four-year level.

The Professional Library Education Program.

In rapid fire order, Dr. Robert Booth expressed the following opinions:

Junior college library training programs should provide visibility for their graduates. The programs are seen, but where are the graduates? People would like to hear from a person who had actually graduated from such a program. Also, the professional librarians who have had experience with hiring such aides should speak up.

Professional library schools should not grant credit or exemption from courses on the basis of courses taken in Library Training Aide programs.

There are several training ports to library technical assistant programs and community colleges represent only one. Community colleges have not and need not expect to have a monopoly on Library Technical Aide programs. The Association of Research Libraries wants to set up its own training programs for technicians.

Well qualified faculty are hard to find and hard to keep, even in the American Library Association accredited library schools. That being the case, who that is qualified will be willing to teach in a library technical assistant program? If the Library Technical Aide programs are getting the kind of people they should have, then they are competing with the professional library schools.

Community college libraries on the average are small. The community college library is really an extension of the secondary school library. No program for training library technical assistants should be started until the library of the community college meets the ALA standards for junior college libraries in terms of space, size of collection, organization of materials, staff, and other minimum standards which directly influence the quality of the program.

The American Association of Junior Colleges.

Richard DuCote, representing the American Association of Junior Colleges,stated that higher education is characterized today by rapid change and that great and varied demands are placed upon the community colleges. One need is for the clarification of the roles of the graduates.

Emphasizing that professional library training programs and junior college library technician programs have a common need and inter-dependence because of the terrific and mounting deficit of library personnel, he expressed the belief that what confusion and dissension exists today could be eliminated by the clarification of the roles or functions of the various types or levels of library personnel. Quoting from the vaque position classification by the American Library Association in 1951, he noted that little progress had been made in the last twenty years towards clarifying professional and paraprofessional roles and functions.

He advocated the formation of a national task force to solve the problem of clearer classification of personnel roles in libraries. A lot of the spade work has been done recently in the Interdivisional Ad Hoc Committee of the Library Education Division and the Library Administration Division of the American Library Association.

He stressed that the role of the librarian is changing and that professional librarians are becoming more and more administrators rather than the traditional keeper of books. One development he noted, is the trend for librarians to become directors of instructional resources, administering both the library and audio-visual services. The ultimate end for some librarians may be a position as "Vice President for Instructional Services," integrating library services, audio-visual services, and dial access systems or media labs as well as television, radio, publications, and other attendant services.

The changing role of the professional librarian indicates an increasing need for supporting staff for that librarian.

The major reasons for the confusion that exists between the interdependent roles of the professional and paraprofessional programs are: 1) Professional librarians simply do not understand the difference between technical training and professional education; 2) It is not understood that on-the-job training is both expensive and wasteful; and 3) The junior colleges are not doing an effective job of structuring their curricula. He particularly emphasized that technical library training should not be just watered down graduate library education.

In conclusion, he stressed the role of the advisory committee especially in regard to devising a curriculum which will meet the needs of the local community.

Mrs. Rhua Heckart responded to comments from members of the panel and to some questions from the floor. She upheld the value of library technicians and expressed the opinion that "a properly trained library aide working in a library can do nothing but upgrade the entire library profession." Librarians may have come to be considered "keepers of the books," because, in the absence of adequate support personnel, the librarian had to become a clerical worker doing clerical jobs instead of concerning himself with the administration and supervision of the library.

In response to questions in regard to statistics concerning library aide graduates, she noted that most of the Library Technical Aide programs are as yet too new and small for the statistics to have much significance, however, those concerned with library aide programs must know what is happening to their graduates and that statistics must be forthcoming.

In respect to the continuing question of defining the role of the library technician, Mrs. Heckart noted that it is imperative to reexamine and define the role of the professional librarian. When that is adequately done, it will be easier to establish the function of the paraprofessional library technician. "Many of the other professions have succeeded in defining the middle ground that exists between the highly trained professional and relatively untrained or semi-skilled worker. It is time that we find and define this middle ground in our profession."

In answer to the suggestion that some library aide training courses are merely watered down graduate library courses, she said that "in some instances they aren't even watered down: they may be pretty much duplicates." There are courses in all levels of library education which should be carefully reconsidered.

In response to the question of getting qualified faculty to teach in the library technical aide programs, she noted that exciting innovations, exciting people, exciting programs, and exciting challenges generally tend to characterize the climate in community colleges, and attract highly qualified personnel that are not rejects from the baccalaureate colleges.

DISCUSSION GROUPS

Group I - Curriculum

Mrs. De Lois Allen initiated discussion by listing five areas of curriculum emphasis which were defined at the Baltimore Workshop. These areas are:

1. Intruduction or orientation to libraries and library organization.
2. Reader services.
3. Technical procedures.
4. Practical work experience.
5. Instructional resources and equipment.

Considerable interest and a number of questions revolved around the practical experience that the library aide students receive. Mrs. Allen explained that the work experience should be varied to meet the need. Not all students should work in the same library or even the same kinds of libraries. They should work under the direction of a qualified librarian and there must be feedback from the librarian supervisors.

There was discussion concerning the need for definition of systems analysis and computer technology, another core area concerned with.

A question was raised concerning the number of library technical courses taught in most institutions. In most programs the average number taught six.

Group II - Publicity and Recuiting of Students

Discussion centered around the problems of disseminating information about the library technical aide programs to prospective students.

Some approaches to this problem are:

1. Talking to high school seniors as a part of the school's career day program.
2. Keeping high school librarians, guidance counselors

and library clubs informed about the program.

3. Talking with librarians from public and special libraries about the problem. Keep them informed, and a actively involve them in advisory committee work. If they are convinced that the program has merit, they will be instrumental in promoting it.
4. Presenting the program to meetings of women's clubs.
5. Distributing brochures which briefly describe the program.
6. Producing graduates that are well-trained and competant will be the best publicity for the program.

Group III - Selling the Graduates, Placement and Status

Discussion in this group was centered on the wide diversity in both salary and status of the graduates from this program. There is a need for a concrete job definition which will help to clarify the paraprofessional position in terms of not only job responsibilities but also salary schedules and recognized status.

In some areas of the country, salaries are high, and graduates of the programs are in great demand. In other states, salaries are clerical level, and placement opportunities beyond the clerical level are almost non existant. Library operations, per se, are similiar through the country, the staffing needs are the same, but some of the professionals will not accept the qualifications of the paraprofessional. This effort to define the position of the library technician should contribute significantly to his future status in the library world.

BANQUET PRESENTATION

John Sherod's presentation at the banquet Friday evening was both enlightening and entertaining. He noted that the federal library community is aware of what a librarian technician is and how to define their responsibilities. Library technicians in the government libraries now number approximately 2000 and have been around for some years. He noted that they are competent employees and contribute quite significantly to the library operation in general.

They do not have to seek recognition and status as they already have it. Anyone who has not yet seen a real live library technician should come to Washington and take a look.

The Tex-Tec Project

Following the banquet, John Martinson presented the background leading to the development of the Tex-Tec Project. He described the project which is responsible for developing Syllabi for the Library Technical Assistant programs to be offered in the Junior Colleges of Texas. This project is under the leadership of Dr. Louis Shores. Further information regarding the project can be obtained by contacting Dr. Shores.

BUSINESS MEETING

Saturday, May 25, 1968

9:00 A.M.

*Note: The official minutes of this meeting will be sent to all members of the Council on Library Technology. This is intended as only a brief summary of committee reports.

Reports:

Constitution Committee-

The proposed constitution was formally presented.
Article II was amended by changing the word "technicians" to "technical assistants."
Article IV was amended to change the length of term officers from two years to one year.
The Constitution was adopted.
The By-Laws were read and adopted.

Nominations Committee-

The following persons were nominated and elected to office:

President	Rhua Heckart
Vice-President	Richard Powdrell
Secretary	John Nicholson
Treasurer	Mary Reading

Executive Board - Regional Representatives:

Western Region	Aline Wisdom	3 Year Term
Eastern Region	Dorothy Johnson	1 Year Term
Central Region	William Woods	2 Year Term
Canada	Marcella Thierren	2 Year Term

ROSTER OF THE PARTICIPANTS AT THE SECOND CONFERENCE OF THE COUNCIL ON LIBRARY TECHNOLOGY

Jean Adelman
Allegheny County College
Monroeville, Pennsylvania

Victoria Ahrensdorf

DeLois Allen
Polk Junior College
Winter Haven, Florida

Loren Allen
Illinois Central College
Peoria, Illinois

Patrick Barkey
University of Toledo
Toledo, Ohio

Marjory Bayley
Westchester Library Assoc.
Cappaqua, New York

David Bender
Willoughby South High School
Willoughby, Ohio

Dr. Eugene Bennett
Middletown Campus
Middletown, Ohio

Benton, Flora
Oregon Schools
Oregon, Ohio

Bernadette M.
Alphonsus College
Woodcliff Lake, New Jersey

Nathan Breed
West Virginia University
West Virginia

Eustale Burnett
New York Community College
Brooklyn, New York

Rosalind Campbell
Caldwell Technical Institute
Lenore, N. Carolina

Barbara Denison
Case Western Reserve Univ.
Cleveland, Ohio

Betty Dimitry
Oakland Community College
Farmington, Michigan

Richard DuCote
College of DuPage
Glen Ellyn, Illinois

Leland Dutton
Miami University
Oxford, Ohio

Betty Duvall
Florissant Valley Community Col.
St. Louis, Mo.

Elinor Ebeling
Kalamazoo College
Kalamazoo, Michigan

Philip Feldscher
Michigan Lutheran College
Detroit, Michigan

John Fulchniti
Niagra County Community College
Niagra Falls, N.Y.

Louise Giles
Oakland Community College
Farmington, Michigan

Suzanne Gill
University of Toledo
Toledo, Ohio

Emil Greenberg
Borough of Manhattan
New York

Noel Grego
Wilson Campus
Chicago, Illinois

Evelyn Gutowske
Michigan Lutheran College
Detroit, Michigan

Judith Harwood

Naomi Henderson
Case Western Reserve University
Cleveland, Ohio

Pierre Guilmette

Rhua Heckart
University of Toledo
Toledo, Ohio

Marybeth Herx
Wilbur Wright College
Chicago, Illinois

Mina Hoyer
Miami University
Middletown, Ohio

Ruth Hyatt
Connecticut

Alexis Jamieson
Senica College
Ontario, Canada

Dorothy Johnson
Cuyahoga College
Cleveland, Ohio

Jack Lockridge
Eastern Iowa College

Martin Krauss
Sinclair College
Dayton, Ohio

Sol Lee
University of Toledo
Toledo, Ohio

Frances Manning
Case Western Reserve Univ.
Cleveland, Ohio

Luz Manzano
Puerto Rico Junior College
Piedras, Puerto Rico

John Marshall
University of Toronto
Toronto, Canada

John Martinson
Community Service Corp.
Washington, D.C.

Albert Mate
University of Windsor
Windsor, Ontario, Canada

Daniel McGinnis
Toledo Public Library
Toledo, Ohio

June Munro
Provincial Library Service
Toronto, Canada

John Morgan
University of Toledo
Toledo, Ohio

Leonard Nadeau
College de Jonquiere
Jonquiere, Canada

John B. Nicholson, Jr.
Catonsville Community College
Baltimore, Maryland

Duane Paulsen
Sauk Valley College

Ellen Person
Lansing Community College
Lansing, Michigan

Richard Powdrell
State of New York
Farmington, New York

Louise Rees
Bowling Green University
Bowling Green, Ohio

Mary Reading
Marie Katzenbach School for the Deaf
Trenton, N.J.

Rodney Seaney
Eastern Iowa Community College
Muscatine, Iowa

Eleanor Seminara
Niagra Community College
Niagra Falls, New York

Lottie Skidmore
Joliet Junior College
Joliet, Illinois

Irene Sleeth
State Library of Ohio
Columbus, Ohio

Mary Taliani
Highland Park College
Highland Park, Michigan

Marcella Therrien
Niagara College
Niagra, New York

Peter Thompson
Lakeland Community College
Painesville, Ohio

Shirley Thurston
Delaware Community College
Druyelhill, Pennsylvania

Madeline Trimby
Ferris State College
Big Rapids, Michigan

Barbara Wagner
Tiffin University
Tiffin, Ohio

Leo Wang
St. Clair College
Windsor, Ontario, Canada

Louise Weiss
Mount Ida Junior College
New Center, Massachusetts

Eugene Westphal
Trinton College
North Lake, Illinois

Victor Whatton
Applied Arts &Technology
Ontario, Canada

Aline Wisdom
Citrus College
Azusa, California

William Woods
Wilson Campus
Chicago, Illinois

Clifford Zenor
Wisconsin Board of Vocational
Madison, Wisconsin

Sister Andrene
Alphonsus College
Woodcliff Lake, N.J.

Sister Marie Peter Elliot
Marymout College
Arlington, Virginia

Sister M. Dorothy Ficco
Harriman College
Harriman, N.Y.

Sr. M. Tiburtia Gorecki
Immaculata College
Hamburg, New York

Sr. M. Chrysantha Rudnik
Felician College
Chicago, Illinois

Sr. M. Eugenia Ziegler
Harriman College
Harriman, New York

Dr. Lester Asheim
American Library Association
Chicago, Illinois

Dr. Robert Booth
Wayne State University
Detroit, Michigan

Dorothy Deininger
Rutgers University
New Brunswick, N.J.

Dr. John Sherrod
U.S. Dept. of Agriculture
Washington, D.C.